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RELATIONSHIP BETWEEN HOME ENVIRONMENT AND STUDENTS' ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN ABAKALIKI EDUCATION ZONE OF EBONYI STATE

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Abstract

The research study investigated the extent of utilization of ICT facilities in learning basic science in junior secondary schools in Southeast Nigeria. The researchers used 75 secondary schools selected through stratified random sampling technique. JSS3 classes were selected from the schools using purposive sampling technique and 1500 students were selected through random sampling. The researchers adopted a descriptive survey design. A 19-item, four-point scale structured questionnaire was developed by the researchers to enable them collect data for the study. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypothesis at 0.05 alpha level of significance. Results of data analysis showed that the extent to which basic science students in both urban and rural junior secondary schools use ICT facilities in learning basic science is low. Based on the findings of the study, the researchers recommended that basic science teachers in junior secondary schools should do more to expose themselves and their students to use of ICT facilities in learning basic science. The government and the school authorities should ensure that basic science teachers are adequately trained on the use of ICT facilities in teaching basic science. The state government should provide ICT facilities to all junior secondary schools in the state and ensure basic teachers use ICT facilities in teaching basic science.

Introduction

Background to the Study

The term environment is a very broad concept. It is variously defined by different authors depending on the vocation or profession of the author. The child's first school is the home. In this sense the child gathers ideas and experiences from his parents and siblings who relate with him. Uchegbu in Ibeh (2008:11) thus defines environment as "conditions, circumstances affecting people's lives or performances, it is the complex physical, chemical and biotic factors that act upon an organism or an ecological community and ultimately determines its form and survival".

Home environment in the words of Goldstein, (2003) is perceived as consisting of structural and socio-economic circumstance, situations and conditions which are capable of influencing or affecting a child's physical, emotional and educational needs. Supporting the above definition, Eamon, (2005) sees Home environment as the general family environment irrespective of structure that has great influence or is capable of influencing a child's socio-physiological and educational growth and development.

According to Adetola (2000) families with poor economic status often lack the financial, social and educational support that characterize families with good home backgrounds. He further stressed that this group of families (that is families with poor home background) may not be able to provide resources that can facilitate and help children's education. Omabe, (2004). Among different classes of people most parents has the challenges of providing the maximal support in relation to the education of their children, these condition are more prominent among the low economic status parent who finds it difficult to supply the basic needs for their children.

The poor academic performance of students in Ebonyi State secondary schools in 2012 and 2013 was quite alarming and creates some loss of hope in the public educational system. The Junior Secondary School (JSS) results in Ebonyi State in 2012 and 2013 for example show that out of the 5,049 students, who sat for Junior School Certificate Examination (JSCE), only 12.48% of them passed with five credits. The Examination



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Development Centre (2015), also observes that in selected secondary schools in the area of study, poor performance was noticed in Junior Secondary School Certificate Examination in social studies.

4-Year data showing the performance of the students on Social studies in Ebonyi State.

Table 1

Year	% Pass at Credit Level				% of Failures Level			
	2012	2013	2014	2015	2012	2013	2014	2015
	23.2	24.01	25.23	27.05	37.82	36.70	35.87	38.49

Source: EDC (Ebonyi State Abakaliki, 2015)

The level of education of the parents also influences the academic achievement of their children. Kushmana (2014) asserts that most educated parents and families are characterized by motivation and encouragement to their children for good academic achievements.

Itobo (2003) opines that children of highly educated parents are noted for sound and good academic upbringing, which boosts their high academic achievements in school, while children of the uneducated parents are noted for their 'bad and pidgin' usage of words, which hinder high academic achievements. These parents with their good educational backgrounds can provide good enabling environment for the children to learn. Apart from that, they, most of the time, employ part-time teachers in their homes to teach their children after school hours. This helps to improve their level of understanding for good academic achievements (Enang, 2003).

Despite the laudable aims of Social Studies in post-primary school curriculum, there has been a dismal poor outcome of students' result in internal and external examinations. Students' performance, specifically in Social Studies, has been on the decline. As revealed by the statistical record available with the Examination Development Centre (EDC) Abakaliki office concerning students' performance in Social Studies for 2008 – 2014. The results within the years under study show low performance.

Thus, stakeholders in the educational industry are worried over the methodology of teaching the subject in schools. Most Social studies teachers know that teaching is most effective when the teacher takes into consideration individual differences in students' learning pattern (Balogun, 1982). Thus, it is expected that the learning of Social Studies in Post-primary Schools should take into account the needs, aspirations, and background of the individual learners in order to enhance academic performance. Against this background, the researcher worried with the low outcome/result of students in Social Studies, sets out to investigate the relationship between home environment and students' academic achievement in Social Studies.

Statement of the Problem

Teaching and learning of Social Studies in Nigeria and Ebonyi State in particular are faced with many challenges. One of the such challenges is the poor academic performance of the students. Table 1 of page 4 shows students' performance in Social Studies in some selected schools within the state from 2012 – 2015 JSSCE. In summary out of 638 students that sat for Social Studies in 2015 JSSCE examination in ten (10) schools sampled, only 38 got distinction, 339 had credit level while 261 had ordinary pass (EDC: 2015). Also for 2013 no distinction, 457 had credits while 603 had ordinary pass.

Again, students appear not to take interest in studying Social Studies and other academic activities (Olaewe, 2004). The reasons for these have become a subject of national discourse involving relationship between home environment and student's academic achievements. In other words, it has not been empirically established comprehensively whether the poor academic achievement in Social Studies in Abakaliki Education Zone is as a result of such factors as socio-economic status, parental style, parental involvement and family size.

Furthermore, students in the State have various study habits which they employ in their study of Social Studies as a subject. These study habits are of various forms. They include non-chalant attitude to learning, lack of interest and lateness in the school as at the time when this subject is been taught. Ibe, (2008) it is questionable whether all these factors put together affects the performances of students in Social Studies. The researcher wonders whether the students' poor performance and non-chalant attitude in Social studies are as a result of the factors



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mentioned above. The study therefore, seeks to find out the relationship between home environment and students' academic achievement in Social Studies.

Purpose of the Study

The general purpose of this study is to determine the relationship between home environment and academic achievement of students in Social Studies. Specifically, this study seeks to:

1. Determine the relationship between parents' occupation and student academic achievement in Social Studies.
2. Ascertain the relationship between parents' level of education and students' academic achievement in Social Studies.

Significance of the Study

The findings of this study would be of immense value to school guidance counselors, Social studies teachers, Students, Parents, the Ministry of Education, and Researchers.

The school guidance counselors could make use of the findings as a relevant information base for counseling students. The findings will guide the counselors in secondary schools, possible root sources of negative academic achievement of their students. Having observed this and working in cooperation with students' parents, the school guidance counselors can help their students better. It would also be of relevant to guidance councilors who would encourage students during counseling to be serious in their studies to reduce low performance.

1. Finding from this study would reveal to the Social Studies teachers the role the family would play in determining students' academic performance. This would equip them with various devices to be used to teach the students considering their different home background.
2. Again, the outcome would offer useful framework for teachers who are both the planners and decision makers in classrooms.
3. It would also expose teachers in Junior Secondary Schools to the various differences that may arise in the classroom as a result of variation in the home environment which if students being aware of those factors will enhance their academic achievements.
4. Parents can benefit very much from the findings of this study. They would gain knowledge on how the home can be managed for effective academic achievement of their children. It would equally help the parent to know the need of providing adequate learning materials for their children and the payment of their school levies as at when due. It is hoped that this studies may enable parents appreciate the need to train their children through good role models, motivating affection and supervision of their children's learning.
5. To the researchers, this work may be a basis of information and literature for future studies.
6. To the Ministry of Education, the result of this work may aid them with information, facts and figure which would enable them to make rational decision to deal successfully with a existential educational achievement, problems and issues.

Scope of the Study

The scope of the study covers relationship between home environment and students' academic achievement in Social studies among junior secondary school students in Abakaliki education zone of Ebonyi State. The study was delimited to all public junior secondary school in Abakaliki education zone of Ebonyi State viz: Izzi, Ohaukwu and Ebonyi respectively. Only Public Junior Secondary Schools were used for the study. Home environment forms the independent variables while Social Studies Achievement Test (SOSAT) forms the dependent variables. Other variable to be investigated includes parental level of education, income, occupation, family size etc as it relates to academic achievement.

Research Questions

The following research questions are raised to guide the study:

1. What are the relationship between parents' occupation and students' academic achievement in Social Studies?
2. What are the relationship between parents' level of education and students' academic achievement in Social Studies?

Hypotheses

The following hypotheses were formulated to guide the study and would be tested at 0.05 level of significance.



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Ho₁: There is no significant relationship between the achievement mean scores of students in Social studies and parents occupation.

Ho₂: There is no significant relationship between the achievement mean scores of students in Social studies and parents' level of education.

Review of related literature

The related literature was reviewed under the following sub- headings:

- I) Conceptual Framework
- II) Theoretical Framework
- III) Review of Empirical Studies
- IV) Summary of the Reviewed Literature

Concept of Environment

Environment as a concept is derived from the French word “environs” which means surroundings. According to Ezema (2002:1) “a number of adjectives have in recent times been used to qualify environment, here we have physical, social, academic, enabling, urban, rural, clean, dirty, religious, commercial, cold, noise, polluted, school, and home environment”. Each of these “environments” connotes a different thing depending on the scene the individual intends to describe.

An environment is what surrounds a thing or an item. The environment is the surrounding. It could be a physical element which includes the built environment, natural environment – air conditions, water, lands, atmosphere; it could be human environment – people surrounding the item or thing. This is also known as the social environment and includes elements like the spiritual environment, emotional environment, home, family etc.

Meaning of Home Environment

The home environment, which happens to be the focus of this research work, refers to those conditions of the home which either facilitate or mar academic achievement of the wards, Goldstein, (2003). He further states the indices or those factors of home environment as socio economic status, parental style, parental involvement and family size.

The importance of the home environment is something that has been acknowledged as vital to a child's learning and development. Children learn and grow through everyday's experiences. Parents should be close to their own children because every child needs to be treated as an individual (Idah & Nnachi (1990).

Concept of Academic Achievement

Epunam (1999) defines academic achievement as the learning outcomes of the child. These include the knowledge, skills and ideas acquired and retained through their course of study within and outside the classroom situation. Similarly, La Shawn (2011:7) refers to academic achievement as ‘standardized test scores, grades, and overall academic ability and performance outcomes’. The concept of academic achievement also refers to the achievement by individuals, of objectives related to various types of knowledge and skills. These objectives are socially established based on the age, prior learning and capacity of individuals with regard to education, socialization and qualification.

Academic achievement is commonly measured by examinations or continuous assessment, but there is no general agreement on how it is best tested or which aspects are most important: procedural knowledge such as skills or declarative knowledge such as facts (Ward, Stoker and Murray – Ward, 1996).

Concept of Social Studies

Adaralegbe (1980) defines Social Studies as problem – solving approach discipline.

Social Studies is viewed as the best preparation for responsible citizenship; extracting information from stories on traditional Social science that are supposed to influence the moral and character training of young people. Social Studies is also associated with the behaviour of learners. According to Adaralegbe in Okpala and Bamidele (2006), Social Studies is not expected to make good citizen out of all who learn it rather the programme will have some impact on the behaviour of the citizen in relation to his civic, social and political affairs.



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Aims and Objectives of Social Studies

Educational objectives are the changes in the learner behaviour that the teacher strives to bring about. According to Okpara (2000) teaching as a conscious and deliberate effort involves series of goal directed and purposeful activities or procedures adopted by the teacher to effect learning.

The Nigerian Educational Research and Development Council (NERDC) set up the Social Studies sub-committee of the Joint Consultative Committee (JCC) on Secondary Education in 1982, and the committee proposed the broad aim and goals of Social Studies (NERDC, 1996).

The following broad objectives of Social Studies were formulated in Nigeria:

1. Increasing awareness of civic rights and duties;
2. To ensure the acquisition of relevant body of knowledge and information which is an essential pre-requisite to personal development and to making of positive contribution to the betterment of society as a whole;
3. Inculcation of desirable values and social attitudes;
4. To appreciate the diversity and inter dependence of all members of the local community and the wider national and international community;
5. To improve and broaden the basis of the Nigerian educational system which has been criticized from time to time as narrow and unimaginative (Bozimo and Ikwumelu, 2003).

Social Studies at the Junior Secondary School (JSS) Level

Social Studies is one of the core subjects at the Junior Secondary School (JSS) level, (Federal Public of Nigeria, 2004). This means that it is compulsory for all Junior Secondary School (JSS) students Ekwunwa (2001) observes that this is in line with the first National Curriculum Conference of 1969, which recommends social studies for a nationwide adoption in schools. Adaralegbe (1980) and Goma (2005) separately, assert that the perceived importance of social studies is derived from the potentiality of the subject in achieving certain desirable goals of general education in the country. This informed the inclusion of Social Studies in Junior Secondary School (JSS) curriculum. This is in acknowledgement of the important role social studies can play as a tool for social transformation, conscientization and mobilization. Little wonder that the Federal Government of Nigeria made social studies one of the core subjects at the Primary and Junior Secondary Schools (JSS) level of education (FRN, 2014).

Parental Factors in Academic Achievement

Parental factors, according to Desforges and Abouchaar (2003) include provision of good home background that helps to inculcate good moral behaviours in the child and parents relationship with teachers to ascertain the extent of performance or achievement of the child in the school.

Methodology

This chapter will be discussed under the following sub-headings: research design, area of the study, population, sample and sampling techniques, instrument for data collection, validation, reliability of the instrument and method of data analysis.

Design of the Study

The design of this study was a co-relational survey design. A correlational research design according to (Akuezuiilo and Agu, 2003) is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group in order to establish the extent of relationship existing among them. This design was used, because it sought to establish the relationship that exists between two or more variables, that is the relationship that exists between home environment and students' academic achievement in Social studies.

Area of the Study

The area of the study is Abakaliki Education Zone. Abakaliki Education Zone is one of the three Education Zone in Ebonyi State. Ebonyi State is found in the South-Eastern Geo-political Zone of Nigeria. The State is bounded in the North, South, East and West by Cross River, Enugu, Abia and Imo State respectively. Abakaliki Education Zone which is the area of the study has 74 public secondary schools and numerous private secondary schools. The Universal Basic Education Board (UBEB) at Abakaliki, centrally controls these Junior Secondary Schools and



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each Secondary School is headed by a principal, who perform all management function either directly or through delegation. The area is heavily populated with farmers and low percentage of civil and public servants. The researcher decided to use Abakaliki Education Zone as area of the study because of the severally reported cases of poor academic achievements of students in the area.

Population of the Study

The target population for this study comprised all the six hundred and thirty eight (638) Public Junior Secondary school students in Abakaliki Education Zone of Ebonyi State. Out of this, the sample of study was drawn.

Sample and Sampling Techniques

The Simple random sampling technique was used to draw four public secondary schools in the area of the study that had approximately two hundred and fifty-eight (258) students. Out of this four schools, two schools were assigned to the experimental group while the remaining two schools were assigned to the control group using simple random techniques by balloting.

Instrument for Data Collection

The instrument that was used for this study was researcher developed questionnaire designed to obtain the home background of the students titled home environment identification checklist (H.E.I.C.L) and Social Studies Achievement Test (SOSAT). Consultations with two experts in curriculum studies/measurement and evaluation and ideas gathered from literature review guided the construction of the instruments. The questionnaire is made up part 'A' and part 'B', Part A was on the personal data of the respondents. Part B is on parental factors with which has section A-G. section A on parental level of occupation has 3 items, section B on parental level of education has 6 items, section C parental level of education has 8 items, section D family size has 4 items, section E marital status has 7 items, section F level of income has 3 items and section G parent's expectation has 6 items while Social Studies Achievement Test (SOSAT) has 30 item objective questions centred on Social Studies. The result obtained from the SOSAT will be used to determine the academic achievement scores of the students.

Validation of Instrument:

The instrument, Social Studies Achievement Test (SOSAT) and Home Environment Identification instrument were face validated by three experts. Two of the experts were from the Arts and Social Science Education Department (Social Studies Option) of the Ebonyi State University, Abakaliki and they reviewed the items of the instrument in terms of clarity of language, adequacy of items in terms of coverage, while the other expert from Measurement and Evaluation Unit of Science Education Department did face the validity of the instrument in terms of content coverage and construct possibilities. The experts restructured some items while the wrong ones were dropped.

Reliability of the Instrument

Determine the reliability of the instrument, split half and Kuder – Richardson 20 (K-20) statistics were used to determine their reliability coefficients. The instruments were administered to thirty students in a trial testing. Their responses were collected and used for analysis of expected results. The split half analysis gave a reliability coefficient of 0.74 (Refer to appendix III). The analysis of the achievement test was done using Kuder-Richardson 20, which gave a reliability coefficient of 0.96 that was judged to be of high internal consistency for the instrument. This made the instrument suitable for use. See appendix V.

Method of Data Collection

The researcher administered the questionnaire instrument using Direct Delivery Technique (DDT) with the help of three well trained research assistants, one each from the three areas that make up the Abakaliki Education Zones in the State. Each research assistant covered his or her own area. The direct method of questionnaire administration was adopted in the distribution of the instrument. The researcher and the assistants visited the respondents in their schools and administered the instrument on them. They waited for the respondents to respond to instrument before collecting it back on the spot. The direct method was adopted in the data collection to minimize the loss of the instrument. The research assistants were instructed on how to distribute and collect copies of the instrument from the respondents and thereafter hand them over to the researcher for analysis.



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Method of Data Analysis

The research questions were answered in individual basis using Mean and standard deviation, while the hypotheses were tested using t-test rho. Items that scored 2.50 were accepted while items that scored less than 2.50 were rejected as the decision rule.

Presentation of results

Research Question 1

What is the relationship between parents' occupation and students' academic achievement in Social studies?

Table 1: Correlation coefficient between Achievement and Parents' occupation

S/NO	VARIABLE	ACHIEVEMENT SCORE	OCCUPATION
1	ACHIEVEMENT SCORE	1.0000 (258) P = .	.5804 (258) P = .000
2	OCCUPATION	.5804 (258) P = .000	1.0000 (258) P = .

Based on the result in Table 1, the correlation coefficient of 0.58 indicates that there is a positive relationship between students achievement in Social Studies and parents' occupation. This implies that the performance of students in social studies is being affected by the occupation of the parents.

Research Question 2

What is the relationship between parents' level of education and students' academic achievement in Social studies?

Table 2: Correlation coefficient between achievement and parents' level of education

S/NO	VARIABLE	ACHIEVEMENT SCORE	LEVEL EDUCATION
1	ACHIEVEMENT SCORE	1.0000 (258) P = .	.4465 (258) P = .000
2	LEVEL EDUCATION	.4465 (258) P = .000	1.0000 (258) P = .

The results in Table 2 show that there is a low but positive relationship between students' achievement in Social Studies and parents' level of education. This is shown by correlation coefficient (r) of 0.45 index. This implies that the level of education of the parents influences or affects the performance of students in Social studies.

Testing of Hypotheses

HO₁: There is no significant relationship between the achievements mean scores of students in Social Studies and their parents' occupation.

Table 8: Significance of Relationship between students' Achievement and Parents' occupation

VARIABLE	COMPUTED R	R-SQUARE	ADJUSTED R-SQUARE	STD ERROR	BETA	T.CAL	SIGIFICANCE OF T
Occupation	0.5803	0.3368	0.3342	4.9259	0.5803	11.403	0.0000
Constant						1.216	0.2250

From results in Table 8, the t.cal is 11.403 while the significance of "t" value is 0.0000 from the two values the t.cal is greater than the significance of t. Therefore, HO₁ which stated that there was no significant relationship between students' achievement in Social studies and their parent's occupation was rejected and also concludes that there is a significant relationship between students' achievement in Social studies and their parent's occupation.



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HO₂: There is no significant relationship between the achievement mean scores of students in Social Studies and parents' level of education.

Table 9: Significance of relationship between students' achievement in Social studies and parent's level of education.

VARIABLE	COMPUTED R	R-SQUARE	ADJUSTED R-SQUARE	STD ERROR	BETA	T.CAL	SIGNIFICANCE OF T
Level of education	0.4465	0.1994	0.1962	5.4123	0.4465	7.985	0.0000
Constant						-0.547	0.5849

From the result in Table 9, the tcal value is greater than the significance of t. Hence, HO₂ is rejected implying that, there is a significant relationship between students' achievement in Social studies and level of education.

Discussion of Findings

This is done under parental occupation and parental level of education.

Relationship between Parents' Occupation and Academic Achievement

The result of the study in Table 1 indicates that a correlation coefficient of 0.58 was obtained signifying that there is a positive relationship between students achievement in Social studies and parents' occupation. This implies that the performance of students in social studies is being affected by the occupation of the parents. This finding is in consonance with the works of Odetola and Ademola, (1985) who stated that parent's occupation tends to be strongly associated with the style of parents interaction within members of the family. For example, if the parents are farmers, little time will be available for them to render any academic assistance to their children even if they are facing examination, this applies also to on the bankers who leave early in the morning even before the children could wake up and return when they might have gone to bed, in the other way, if the parents are teachers more time will be available for them to render academic assistance to their children because most of them go to school with their children in the same school and come back at the same time, thereby having the chance to attain to their children.

Relationship between Parents' Level of Education and Academic Achievement

The result of the study in Table 2 shows a correlation coefficient of 0.45 signifying that there is a low but positive relationship between students' achievement in Social studies and parents' level of education. This implies that the level of education of the parents influences or affects the performance of students in Social studies. This finding agreed with the work of Magana (2010) who said that mother with increased education had a higher stimulation for cognitive development.

The result is in agreement with the work of Dearing, Mecartney, & Taylor (2002) who stated that parental educational level is an important predictor of children's educational and behaviour outcomes. For example, if the parents are not educated they lack the awareness of their responsibilities to the education of their children because they are not interested in their children's progress whereas the educated parents visit school occasionally to inquire and discuss their wards' educational achievement and progress.

Summary of findings

From the analysis above, the following findings were made:

1. The performance of students in social studies is being affected by the occupation of the parents.
2. The level of education of the parents influences or affects the performance of students in Social studies.



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